

**THE INFLUENCE OF SNOWBALL THROWING METHOD TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
NINTH GRADE OF SMP YASMIDA AMBARAWA  
IN THE ACADEMIC YEAR OF 2018/2019**



**A Thesis**

**Submitted as a Partial Fulfillment of  
Requirements for S1-Degree**

**By:**

**AFISKA**

**NPM. 1411040206**

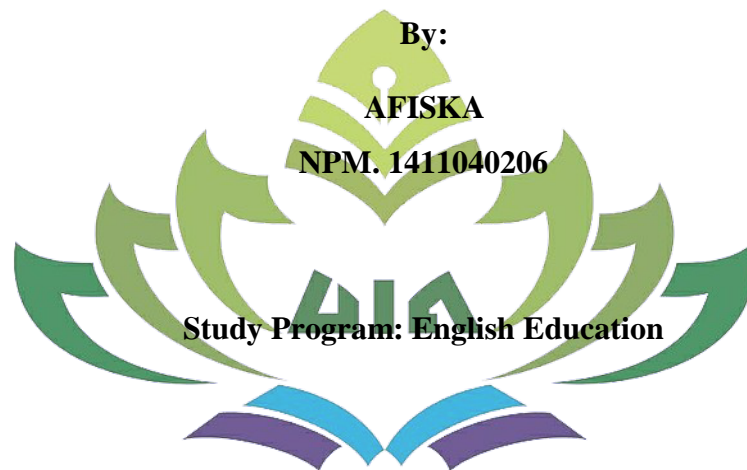
**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

**THE INFLUENCE OF SNOWBALL THROWING METHOD TOWARDS  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
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LAMPUNG  
2018**

## **ABSTRACT**

### **THE INFLUENCE OF USING SNOWBALL THROWING METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF NINTH GRADE OF SMP YASMIDA AMBARAWA IN THE ACADEMIC YEAR 2018/2019**

**By :  
AFISKA**

This research is conducted based on the preliminary research that are many students considered speaking is difficult. The students were unconfident to practice in front of the class and the teacher's method was not being active in learning process, especially speaking. The students' score of speaking ability is below the criteria minimum mastery (KKM) at SMP Yasmida Ambarawa. The objective of the research was to find out whether there was influence of snowball throwing method toward students' speaking ability at the first semester of the ninth grade of SMP Yasmida Ambarawa in the academic year of 2018/2019.

Methodology of this research was quasi experimental research design with three meetings, 2 X 40 minutes for each meeting. The population of this research was the ninth grade of SMP Yasmida Ambarawa. The total sample was 54 students who were taken from two classes, VIII A and VIII B. The researcher used oral test to measure students' score of speaking ability that were pre-test and posttest. After getting the score from pretest and posttest, the researcher used independent t-test, it had aim to compare the data from two different groups, then the researcher used SPSS 16 to calculate the independent t-test.

Based on the analysis on the data and the testing of hypothesis, the researcher found the result that was Sig. (2-tailed) = 0.00 and  $\alpha = 0.05$  where if Sig. (2-tailed)  $< \alpha = 0.05$  its mean that  $H_a$  was accepted. So, there is a significant influence in using snowball throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in the academic year of 2018/2019.

**Keywords: Snowball Throwing Method, Speaking, Quasi Experimental Design**





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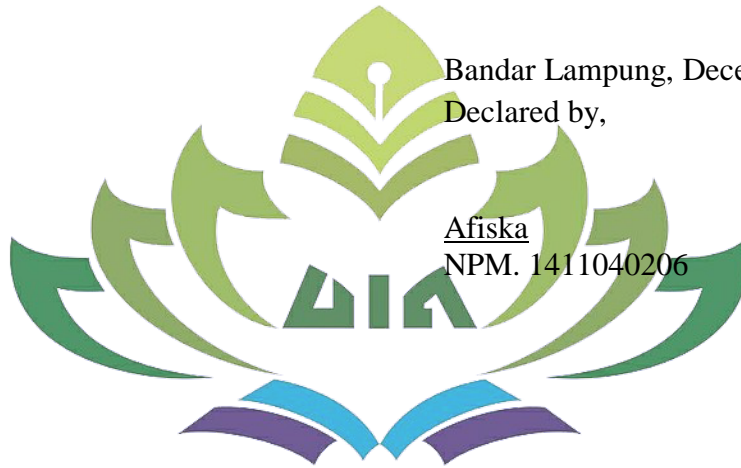
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## DECLARATION

I hearby state that this entitled: The Influence of Snowball Throwing Method toward Students' Speaking Ability at the First Semester of Ninth Grade SMP Yasmida Ambarawa is completely my own work. I am fully aware that i have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, December 20<sup>th</sup>, 2018

Declared by,

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ  
يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا

Tell My bondmen to speak that which is kindlier. Lo! the devil soweth discord among them. Lo! the devil is for man an open foe.<sup>1</sup> (Q.S. Al Isra: 53)



---

<sup>1</sup> Muhammad Taqi-Ud-Din Al-Hilali & Muhammad Muhsin Khan, The Noble Qur'an: Arabic –Indonesia-English Of The Holy Qur'an And Translation By Depag Ri, (Depok: Al Huda Kelompok Gema Insani, 2014), p. 576.

## DEDICATION

Praise and gratitude to Allah the Almighty for his abundant blessing to me, and from deep of my heart and great love, this thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytimr.
2. My greatest inspirations in my life are my beloved parents, Isdianto S.Sos and Siti Khafsoh M.Pd who have already prayed for my success, thanks for all the motivation and support. I do love you.
3. My beloved young brother Muhammad Azka, My beloved grandmother Halimah, who always support me and cheer me up until the completion of this thesis.
4. My best motivator Ustad Kamran As'at Irsyadi and Ustad Muhammad Nur
5. My best tutors Gustin Rifaturrofiqoh S.Pd and Bagus Yogi Martendi.
6. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



## **CURRICULUM VITAE**

The researcher's name is Afiska. She was born in Pringsewu on May 4<sup>th</sup>, 1996. She is the first child of two children of lovely couple Isdianto and Siti Khafsoh. She has one young brother who name is Muhammad Azka.

Afiska began her study at elementary school of SD AL AZHAR Way Halim in 2002, but in 2003 the researcher had to move to elementary school of MIN Model Kedondong for a semester because the parents' place of working. So that, in the next semester she continued her study to elementary school of MI Al Huda Wargomulyo until she graduated her school in elementary school in 2008. Then, she continued at Junior High School of MTs N Pringsewu and she lived in Pondok Pesantren Nurul Huda Pringsewu for 3 years. And she continued again at Senior High School Yasmida Ambarawa and she graduated her study in 2014. Then, researcher decided to continue her study in the State Islamic University of Lampung (UIN) as the student of English Study Program of Tarbiyah and teacher training faculty.

During her study in UIN Bandar Lampung, the researcher lived as student in Ma'had Al Jami'ah. In 2016, she was manager language division in Ma'had Al Jami'ah and she can continue to be coordinator of language division there. Besides that, the researcher joined in some organizations called ESA (English Student Association) in her faculty, UKM Mahasiswa Pecinta Sholawat, and Laskar Santri Nusantara delegation Bandar Lampung.

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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan).

The researcher realizes that she never finished this thesis without help and support from others. So that, the researcher would like to thank the following people for their idea, time, and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this final thesis. Any correction, comments, and criticism for .this thesis are always open-heartedly welcome.

Bandar Lampung, December 20 th, 2018  
The Researcher,

Afiska  
NPM. 1411040206

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## CHAPTER 1 INTRODUCTION

### A. Background of Problem

Interesting method is needed students to support their speaking ability. As well it can influence motivation of the students, it also will make students be more competition in the class, and it is why snowball throwing is one of interesting method which it is used by some school in curriculum 13 which students must active in learning process. In order that researcher would take snowball throwing for method in this research.

English is recognized as undoubtedly the most important language to learn for the increasingly mobile international community.<sup>1</sup> As Harmer (in Bastias *et.al*) states, some skills in language skills is hardly ever done in isolation, when a person has done a conversation to other person, they will listen as well as when they will speak, in order to interrelate with the person who told to get communication <sup>2</sup> As a result, English has aims to communicate in a community which using speaking as an important role of learning English. Practically speaking is important for students to explore their understanding and to send idea. Speaking is an utterance or a speech with the purpose of having meaning to be recognized by speaker and the receiver in processing the statements to know their

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<sup>1</sup> Bilal Genc and Erdogan Bada, *English as a World Language in Academic Writing*, Inonu University, Journal of The Reading Matrix Vol. 10 No.2 September 2010 available on [www.readingmatrix.com/articles/sept\\_2010/Bilal\\_Genc](http://www.readingmatrix.com/articles/sept_2010/Bilal_Genc) accessed on March 1<sup>st</sup>, 2018, p.145.

<sup>2</sup>Munoz bastias, *et.al*, *Intregation of the Four Skills of the English Language and its Influence on the Performance of Influence of First Grade High School Students*, (Chillan: Universidad del bio bio, 2011), p.12.

intentions. Based on the statements, the researcher believed that speaking was an important lesson to be improved.

The big part of daily life that we get for acknowledge is speaking. In a day, person can produce tens of thousands of words, even though some people might outcome many words even more than standard person.<sup>3</sup> From statements above, we knew that speaking is needed in daily activity. Everyone can talk more than one thousand words a day, which it will be used to communicate to society or others utility. It is like in education, every student has to brave issuing opinions. But, it is not easy to practice speaking moreover if students are asked to speak using foreign language as required score of examination in the school.

Teachers teaching about speaking as a foreign language are demanded to have a good method to increase students' speaking ability. Czikszenmihalyi (in Clarke) stated that an educator must be creative and be a central of the students.<sup>4</sup> Therefore, students can enjoy the material or practice in speaking. If students are taught by previous method, they would be uninteresting in practice language which it was not their language.

As stated in the researcher did preliminary research at SMP Yasmida Ambarawa in March 3<sup>rd</sup> 2018, in preliminary research, the researcher listened students complained about their difficulties material faced by the students at eighth grade of SMP Yasmida Ambarawa. There were various factors that might have been the cause of the failure in learning speaking. As a result of interviewing the English teacher of the eighth grade in SMP Yasmida, Ms.

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<sup>3</sup> Scott Thornbury, *How To Teach Speaking*, (London: Longman, 2002), p.1.

<sup>4</sup> Linda Clarke and Thomas Ruairc, *Creative Teacher for Creative Learners*, (Bangor: The Centre for Cross Border Studies, 2012), p.18.



Srinarsih said that students achieved minimum criteria of mastery learning less than half the students in the class. Especially to speaking, they had difficult to memorize materials and they were unconfident to practice the materials in front of their friends. In other ways, based on questionnaire, most of students had problems in learning process. For instance, the students had problems to translate vocabularies and practice pronunciation of words. Occasionally, grammatical error was causing of anxiety in learning process. Besides that, strategy of teaching learning was monotonous and the students felt boring at the class.<sup>5</sup>

Rooted in the problems above, an alternative method would be given by the researcher to support their learning speaking. The alternative method used in solving the students' problem was using snowball throwing. A good educator should have a good method to make the students be more enjoyable, interesting, and also challenged by the material. Snowball throwing was a good method used in the class.

Thus, the researcher proposed snowball throwing to teach speaking. Snowball throwing is one of model learning innovative in curriculum 13 which it is a very pleasant in making free concept of speaking. By this method, discussion of the groups and interaction between students and the other students could share different situations for the same material.

Related to Snowball Throwing Method, Mei as previous researcher explained significant of snowball throwing and speaking skills. In her observation in SMPN 1 Tulang Agung, researcher found problems why students were afraid and not

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<sup>5</sup> Ninth Grade Students' Questionnaire of SMP Yasmida Ambarawa, on March 3<sup>rd</sup>, 2018, Unpublished.

motivated to speak. In this experimental design she used pre-experimental research design (one group pre test-post test) as a design. For knowing normality, the researcher used kolmogorov-smirnov test with spss and the result  $H_0$  was accepted, it's mean that the data was normal distribution. Besides that, based on hypothesis testing alternative,  $H_a$  was accepted and null hypothesis was rejected. For data analysis, she used quantitative data analysis and was analyzed using statistical method. Its mean that there was different using snowball throwing. In conclusion, that speaking taught using snowball throwing had increasing.<sup>6</sup>

According to Ghani also as previous research in this case of his thesis which he used snowball throwing method to increase students' ability in reading comprehension. In his research, he used a quasi-experimental research and the population of this study was the 10th grade students of SMAN 1 Darul Makmur Nagan Raya consisting of four classes. A number of four meetings were used to teaching reading comprehension by using Snowball throwing and it was treated by using narrative text. The conclusions of his research that using snowball throwing is successfully. Students taught by this method could build students' ability in reading comprehension and further in creation their social interactions among peers.<sup>7</sup>

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<sup>6</sup> Sinta Elvira Puspita Mei, *The Effectiveness of Using Snowball Throwing Technique Toward the Students' Speaking Skill Mastery*, Departement of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) of Tulung Agung, 2016, available on <http://repo.iain-tulungagung.ac.id> accessed on Friday 2<sup>nd</sup>, March 2018.

<sup>7</sup> Sofyan A. Gani, Yunisrina Qismullah Yusuf, and Rima Erwina, *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, Syiah Kuala University of Banda Aceh, September 2017, available on [http://www.academia.edu/34846968/THE\\_EFFECTIVENESS\\_OF\\_SNOWBALL\\_THROWING\\_TECHNIQUE\\_IN\\_TEACHING\\_READING\\_COMPREHENSION](http://www.academia.edu/34846968/THE_EFFECTIVENESS_OF_SNOWBALL_THROWING_TECHNIQUE_IN_TEACHING_READING_COMPREHENSION), accessed on Friday 2<sup>nd</sup>, March 2018.

Then the other study conducted by Wahyuni also proved by using of snowball throwing to improve students' ability in writing. She took the students in VII F class in academic year of 2015/2016 at SMP N Gondangrejo, she gave treatment to implement the snowball throwing in writing skill on descriptive text for three meetings. Based on her research, using classroom action research design could increase in learning quality, technique of analyzing data used in her research was qualitative mode and quantitative mode. The result of Wahyuni's research was snowball used in learning process especially in writing descriptive text had influent that the students might make a sentence in good structure. Besides that, her students could show the idea and their knowledge easier by using snowball throwing method.<sup>8</sup>

Based on the explanation about the background of the problems, the researcher interested in conducting a research of the influence of Snowball Throwing method toward students' speaking ability at the first semester of ninth grade SMP Yasmida Ambarawa. Therefore, the research entitled: "The Influence of Using Snowball Throwing Method towards Students' Speaking Ability at the First Semester of Ninth Grade SMP Yasmida Ambarawa in the Academic 2018/2019."

## **B. Identification of the Problem**

Based on the preliminary research, the researcher found some problems as follow:

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<sup>8</sup> Tri Wahyuni, *The Use of Snowball Throwing Game to Improve Students Writing Skill on Descriptive Text*, at the grade student of MTs N Gondangrejo, department of English Education, Faculty of Islamic Education and Teacher Training, State Islamic Institute of Surakarta, 2016, available on <http://eprints.iain-surakarta.ac.id>, accessed on Thursday 8<sup>th</sup>, March 2018.



1. The students had problems to translate vocabularies and practice pronunciation of words.
2. Strategy of teaching learning was monotonous and the students felt boring at the class.
3. The students were unconfident to practice the materials in front of their friends.

### **C. Limitation of the Problem**

Many problems were caused by students in learning process. Thus, the researcher focused on the influence of Snowball throwing method toward students' speaking ability. In this research, researcher wants to be acquainted with the influence of using snowball throwing method towards students' speaking ability at the first semester of ninth grade SMP Yasmida ambarawa in the Academic 2018/2019.

### **D. Formulation of the Problems**

Based on the limitation of the problem above the researcher formulated the problem as follow: "Is there the influence of using snowball throwing method towards students' speaking ability at the first semester of ninth grade SMP Yasmida ambarawa in the Academic 2018/2019?".

### **E. Objective of the Research**

The objective of this research was to know whether or not there was a significant influence of snowball throwing towards students' ability in speaking.

### **F. Use of the Research**

This research aims at having significant the following uses:

1. The result of this research would increase students' speaking ability in the teaching learning process.
2. Snowball Throwing would give confidence for students in speaking.
3. The result of this research could be an alternative method in teaching speaking.

#### **G. Scope of the Research**

The scope of the study is limited to the subject and object investigated.

1. The Subject of the Research

The subject of research was the students at first semester in the ninth grade of SMP Yasmida Ambarawa in the academic year of 2018/2019.

2. The Object of the Research

The object of this study was Snowball Throwing method and the speaking skill was at the first semester in the ninth grade of SMP Yasmida Ambarawa in the academic year of 2018/2019.

3. The Place of the Research

The research was conducted at SMP Yasmida Ambarawa, Pringsewu, Lampung.

4. The Time of the Research

The research was conducted on the first semester in the academic year of 2018/2019.

## CHAPTER II

### FRAME OF THEORY, FRAME OF THINKING, HYPOTHESIS

#### A. Concept of Speaking

##### 1. Definition Speaking

Every person knows that there are the various skills in English such as listening, reading, speaking, and writing. From those skills, we were acquainted with speaking as one of English skills. Speaking is an important activity to communicate in getting information from the others people. In agreement with Gard and Gautam (in Dewi *et.al*) that speaking is basic language skill for communication and good network easily in this world.<sup>1</sup> In line with Thonbury, speaking is so much a part of daily life that we take it for granted. A person can produce ten to thousand words a day, even though it will be increase for some people who work as auctioneers or politicians.<sup>2</sup> The most of human used various language, and they need the unity of the language to cooperate having a good relationship in this world. It is why foreign language lessons were taught in some schools, it aimed to increase their good ability in communication. Communication by foreign language is needed to express mind ideas and messages orally. Tarigan argues that speaking skill is the ability to get articulate sounds or words in conveying thoughts, ideas and feelings.<sup>3</sup> In line with the above opinion, an interactive process of constructing meaning is speaking skill; it includes

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<sup>1</sup>Ratna Sari Dewi, *et.al*, *Using Communicative Games in Improving Students' Speaking Skills*, Journal English Language Teaching Vol.10, No.1, p.1, 2017, published by Canadian Center of Science and Education, available on [www.ccsenet.org/journal/index](http://www.ccsenet.org/journal/index), Accessed on Saturday 10<sup>th</sup>, March 2018.

<sup>2</sup>Scott Thonbury, *How to Teach Speaking*, (London: Longman, 2005), p.1.

<sup>3</sup>Henry Guntur Tarigan, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa, 1981), p.15.



producing, receiving and processing information. So, the important tool to communicate is speaking which it is a way to obtain much information.

Another definition is given by Andersen that productive skill, speaking, used to express meaning. The outcome of speaking is verbal utterances which if people can produce good speaking, then they will get communicative purposes.<sup>4</sup> A productive skill, speaking, involves components. Not only producing the right sounds but also choosing the right words even getting constructions of grammatically correct. It included the knowledge and skills of speakers to make a clear opinion and express the feeling to be communicated with listeners. Thus, listener can obtain others knowledge by evaluating and analyzing the messages of their speaking.

Based on Chaney, she stated that speaking is the procedure of building and sharing meanings through the using of non verbal or verbal words in a diversity of contexts.<sup>5</sup> In teaching and learning practicing, speaking is thought as a skill and it has to be practiced and mastered. According to Nunan reported that speaking is a form of the productive oral skill which consists of producing systematic verbal words to express content.<sup>6</sup> In addition speaking as a skill, Bygate told that the distinction between skill and knowledge in speaking class which considered as crucial was in the teaching of speaking.<sup>7</sup> Certainly, being a good learner of

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<sup>4</sup> Neil Andersen, *Practical English Language Teaching*, (New York: McGraw Hall, 2003), p.48.

<sup>5</sup> Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades k-8*, (Boston: Allyn & Bacon, 1998), p. 13.

<sup>6</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle, 2003), p.48

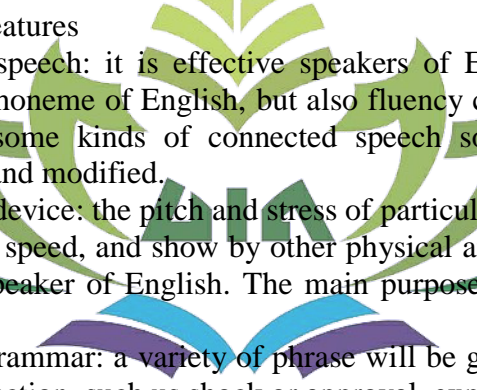
<sup>7</sup> Bygate Martin, *Speaking*, (Oxford: Oxford University Press, 1987), p. 3.

speaking, giving knowledge of pronunciation, vocabulary, grammar, intonation is not enough, but understanding of convey meaning is needed.

From those statements, speaking is a tool to communicate for getting information and good relationship in society. In speaking needed skill to be a master, someone not only can master in vocabulary, pronunciation or intonation, but also he can understand meaning of the speaker.

## 2. Element of Speaking

Harmer declared that there are the elements necessary is needed for the spoken production the ability to speaking:

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- a. Language features
    - 1) Connected speech: it is effective speakers of English. It is not only to create the phoneme of English, but also fluency connected speech is used. There are some kinds of connected speech sound: omitted, added or weakened, and modified.
    - 2) Expressive device: the pitch and stress of particular part of expression vary volume and speed, and show by other physical and non-verbal is changed by native speaker of English. The main purpose to show their feeling in interaction.
    - 3) Lexis and grammar: a variety of phrase will be given by teachers to make different function, such us shock or approval, expressing surprise, agreeing to disagree.
    - 4) Negotiation Language: in negotiation language effective speaking will has benefits to find clarification and show the structure of what we are talking. Sometimes, ask for clarification is needed us when listening to someone else talks and it is very crucial for students.<sup>8</sup>
  - b. Mental/ Social Processing
    - 1) Language processing: language processing is used to process language by effective speaker. A good speaker is not only comprehensible, but also conveys what they are intended. Besides it, it may involve the retrieval of words and their assembly into syntactically and prepositional appropriate sequence.
    - 2) Interacting with others: it involves a good deal of listening, knowledge of how linguistically to take turns of allows others, and understanding of how the other participants are feeling.

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<sup>8</sup>Jeremy Harmer, *the Practice of English Language Teaching*, (London: Longman, 2002).

- 3) (On the spot) information processing: giving a quite apart between what they are talking about and what we are response about is needed to process the information.<sup>9</sup>

In agreement with Harris, there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>10</sup>

a. Pronunciation

Pronunciation here however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. In addition, pronunciation includes vowels, consonants, stress, and intonation patterns.

Pronunciation can be defined as a way in which a language or a particular word or sound is spoken.<sup>11</sup> From the explanation, it can be concluded that pronouncing a sound or Language can result a certain sound or a lot of sounds. It means, pronunciation is one of five important elements of speaking ability with the aim is to make students to be able to communicate with others well and understandable. To make students' speaking ability much better, especially in pronouncing words, there are sets quality to be rated.

In line with Harris, there are five sets of qualities must be rated in pronunciation, there are as follows:

- 1) Speech virtually unintelligible is caused of pronunciation problems.
- 2) Most frequently is asked to repeat, so it has hard to be understood.

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<sup>9</sup>*Ibid.*

<sup>10</sup>David P. Harris, *Teaching English as a Second Language*, (New Delhi: Tata McGraw-Hill Publishing Company Ltd, 1986), p. 81.

<sup>11</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2000), p. 352.

- 3) Listener is not concentrating when they are listening and occasionally it led to misunderstanding.
- 4) With conscious of definite accent, it can be intelligible.
- 5) Foreign accent is a few traced.<sup>12</sup>

#### b. Grammar

Grammar is a one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the Language, so its existence is strongly needed in learning and teaching speaking skill, stated: “Grammar is a rule for forming words and making sentences”.<sup>13</sup>

The explanation above shows that grammar is focuses on some rules to form words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

In speaking ability, there are sets of quality should be rated in grammar. According to Harris that there are five qualities that should be rated, as follow:

- 1) Unintelligible a speech to getting errors in grammar and word order.
- 2) Comprehension is difficult to be understood because of grammar and word order errors, and it has to rephrase and/or restrict him to basic pattern.
- 3) Obscure meaning is caused of making frequent errors of grammar and word order.
- 4) Obscure meaning can be made by grammatical and/or word order errors.
- 5) Errors grammar and word order is made unnoticeably.

#### c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That’s why, if students have a lot of vocabularies, their speaking will be fluent and they are not confused in

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<sup>12</sup> David P. Harris, *Op.cit*, p. 84.

<sup>13</sup> Victoria Bull, *Op.cit.*, p. 193.



pronouncing or producing a lot of words just because they have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

According to Bull, vocabulary is all the words that a person knows or uses.<sup>14</sup> Like in speaking ability that has components, vocabulary has components too. Hornby (in Al Qahtani, 2015) defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meanings”.<sup>15</sup>

English speaking ability has a set of qualities that must be rated. Harris stated the qualities are as follow: very limited vocabularies make someone be difficult to make conversation and comprehension, wrong words of frequently used is wrong, limited conversation exist of inadequate vocabulary, sometimes inappropriate term and/or must and refresh ideas caused lexical inadequacies is used in conversation, native speakers often use vocabulary and idiom to be virtually.<sup>16</sup>

#### d. Fluency

Fluency will be needed to be master and show a good ability in English. To know about fluency, according to Brumfit (in Yingji) defines fluency as natural language use like the native speakers. That the ability ones speaks fluently can

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<sup>14</sup>Victoria Bull, *Op.cit.*, p. 495.

<sup>15</sup>Mohfareh Alqahtani, *The Importance of Vocabulary in Language Learning and How To Be Taught* Vol.3, No.3, P.24, 2015, Published by International Journal of Teaching and Education, available on [www.ijses.net](http://www.ijses.net), accessed on Monday 20<sup>th</sup>, March 2018.

<sup>16</sup>David P. Harris, *Op.cit.*, p. 84.

sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener.<sup>17</sup>

Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing of great deal of words. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance they use jargon language. Harris says, “Fluency is the easy and speed of the flow of speech”.<sup>18</sup>

According to Harris, he said that there are five qualities that must be rated in fluency of speaking, they are as follow: Speech is so halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, Language limitation often forced into silence, Language problems are speech and fluency are rather strongly affected, Language problems seem in speed of speech be slightly affected, speech as fluent and errorless as that of a native speaker.<sup>19</sup>

Harris’s opinion is based on a lot of consideration in evaluating something, for instance in speaking English skill. He also considers that Language problem can erect rather strongly between speed and fluency. It indicated that the people will understand about people’s speaking if the pattern grammar of the language is correct. Even though their speaking is so fast and fluent, but their language pattern are wrong, the speaking can be understood and comprehended by their opponents

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<sup>17</sup>Yingji I. J. Yang, *The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China*, International Journal of English Language Education Vol.2, No.1, p.198, 2014, published by Macrothink Institute, available on <http://free-journal.umm.ac.id>, accessed on Monday 20<sup>th</sup>, March 2018.

<sup>18</sup>David P. Harris, *Op.cit.*, p. 81.

<sup>19</sup>*Ibid.*, p. 48.

of speaking consequently; they will be confused because of their errors on using their language pattern.

e. Comprehension

Bull states that the way to understand something by comprehension. The power refers to the students' ability to make their speaking can be understood easily by other students' listening or inviting to speak.<sup>20</sup> Comprehension is not only closely related to good pronunciation, but also mastering grammar well, vocabularies and fluency too. For instance, students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences. It is impossible that the students who are listening to comprehended their speaking.

From that case above, comprehension of speaking English is one of speaking ability components that should be paid more attention by the students if they want to have a good ability in speaking skill. Otherwise, their speaking should not be understood.

In line with Harris, there are five sets of qualities to be grated in comprehending English speaking, they are follows: misunderstanding of the simple English conversation, has spoken slowly and with frequent repetition and comprehend is only about "social conversation", understand nearly everything at normal speed, although occasional repetition may be necessary, appears to understand everything without difficulty.<sup>21</sup>

### 3. Speaking Test

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<sup>20</sup>Victoria Bull, *Op.Cit.*, p. 86.

<sup>21</sup>David P. Harris, *Op.Cit*, p. 84.

In keeping with Harmer, there are three reasons why students are given the speaking tasks, they are:

- a. Rehearsal  
When students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom.
- b. Feedback  
Students has to have a good feedback both students and teacher. When students practice, they will get a particular kind of speaking and teacher can see how well their speaking at the class.
- c. Engagement  
Good speaking activities can and should be highly motivating. If all students are participating fully and if the teacher has set up activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.<sup>22</sup>

In addition, according to Thornbury, there are six criteria for speaking tasks,<sup>23</sup> those are:

- a. Productivity

Language productive is needed in a speaking activity to provide the best condition for autonomous Language use. It means that students should produce as much Language as they can.

- b. Purposefulness.

Knowing what the purpose is in general. It is suggested that the activity has some purposes and is worth doing.

- c. Interactivity.

To get interaction, speaking task such as talks and presentations should be performed. It can show the way students to communication with each other.

- d. Challenge.

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<sup>22</sup>Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English. Language Teaching*, (Malaysia: Longman, 1998), P.87.

<sup>23</sup> Scott Thonbury, *How to Teach Speaking*, (England: Longman, 2005), p. 90.

Drawing on their available communicative resources can force learners to achieve the outcome. If the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their first Language. It means that the activity is not very difficult for learners so that they can manage it but still it helps them learn a new Language.

e. Safety.

The right conditions for experimentation should be provided in the classroom, such as a non- judgmental attitude and supportive classroom dynamic to error on the part of teacher. In other words, students will feel safety and will not afraid of failure.

f. Authenticity.

Speaking task should have some relation to real-life Language use. If not, they are poor preparation for autonomy. In order to become autonomous, students will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It is suggested that the tasks are based on real-word situations and so it is useful to do them. It is concluded that speaking can make the students more be motivated by game. Game makes them more confident and enjoy, without think about their mistake.

The most extensive research into speaking task difficulty has been carried out in the first Language context. This word is reported in Brown and Yule, who identify the number of factors that are significant in determining difficulty.<sup>24</sup> In the first place of degree of abstraction is a factor. Thus describing a picture is

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<sup>24</sup> Gillian Brown and Yule, George. *Discourse Analysis I* translated by I. Soetikno, (Jakarta: Gramedia Pustaka Utama, 1996), p.23.



easier than describing an accident. These concrete descriptions are easier than task involving abstract concepts such as expressing an opinion.

Brown and her colleagues were not only interested in identifying those factors causing difficulty, but also in finding ways of helping speakers improve their performance. In some interesting work that dramatizes the symbiosis between speaking and listening, they find that prior experience is a listener helps speaker improve their performance as a speaker.

#### **4. Concept of Teaching Speaking**

One of way that used in teaching process is teaching speaking, it makes the learners understand the meaning of communication, practice the material and use it appropriately and creatively.

Just as Harmer, all the languages can be performed which it is kind of oral test. There is task to be complete and the students should want to complete it.<sup>25</sup> from the statement above, it concluded that students have to increase their ability in speaking by practicing. Speaking is not simple so, an important aspect in learning process is teaching speaking.

Fluency of using target language, understand the concept and the methods of teaching are both of the purpose of teaching speaking, it is to train the teachers is to train the teachers.<sup>26</sup> Then, in teaching speaking English teachers should know the concept of teaching speaking to express their emoticons, communicative needs, interact to other people in any situation, and influence the others.

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<sup>25</sup> Jeremy Harmer, *Op.Cit.*, p.25.

<sup>26</sup> Kimtafsirah, Zainal, and Rahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p. 1.

Trudy *et.al* in students will get knowledge those skills if learners obtain methods of learning activities in the school.<sup>27</sup> It means that teachers should prepare many varieties of method to teach the learners, so that learners may understand subject matter completely. Unfortunately, some of teacher only gives a variety and students may not understand it completely.

### 5. Concept of Speaking Ability

Speaking is the most common communicative activity in daily life. Lina stated that when children begin speaking, they will make utterance by form words and phrases such as bye bye, or go bye bye. nes into real and imaginary play.<sup>28</sup> Someone who using English they have to began utterances which are made to form words and phrases; it is used to make good communication. In the chapter of Al Baqoroh verse 83, there are the uses of good goals communication of God's command:

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَٰئِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ (٨٣)

*We made a covenant with the Children of Israel: "Worship none but Allah; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms." Then you turned away, except for a few of you, recanting.*<sup>29</sup>

Speaking is one skill which learned in learning language. Beside reading, writing, and listening we need speaking to got goal in learning English. This statement is supported by Jaulston and Brunder who said that speaking is gotten to

<sup>27</sup> Trudy Wallace, Winifred, and Herbert. *Teaching Speaking, Listening, aand Writing*. International Bureau of Education, Educational Academy of Education, Australia. [Http://Unesdoc.unesco.org](http://Unesdoc.unesco.org). Wednesday, 25 April 2018. 17.15.

<sup>28</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 46.

<sup>29</sup> <http://www.quranwow.com>

be the objectives of the language teaching.<sup>30</sup> It means that to achieve the goal, someone has to know the goals of learning English, one of those ways is by speaking.

Furthermore, speaking is studied for longtime to good in speaking ability because it is based on their habitat, so they must practice their speaking in daily activities. This statement is supported by Broughton, *et, al.* who state that it is important that the students the students should produce languages of his presentation and his practicing.<sup>31</sup>

In the research, the oral English sheet is used by researcher, that it is supported by Brown. The criteria of oral proficiency are:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension<sup>32</sup>

From criteria speaking above, we knew that there are five criteria measured in a speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

## **B. Approach, Method and Technique**

In general area of methodology, people talk about approaches, methods, and also method. There are three levels of conceptualization and organization:

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<sup>30</sup>Christiana Brattjaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure*, Winthrop Publisher Inc, Massachussets 1976, p. 55.

<sup>31</sup>Geoffrey Broughton, *et,al. Teaching English as Foreign Language* (2<sup>th</sup>ed.)(New York: Routledge, 1980), p. 82.

<sup>32</sup>Brown H. Douglas. *Teaching by Principle, an Interview Approach to Language Pedagogy* (New York: Addition Wesley Longman 2001), p. 406-407.

approach, method, and method, shown in the chart below.<sup>33</sup> Chart 1: Anthony's

Diagram of approach, method, and technique

**Table 1**  
**Approach, Method, and Technique**

|   |   |   |   |                                     |
|---|---|---|---|-------------------------------------|
| Approach  | → | Method                                      | → | Technique                           |
| - Theories of language<br>- Theories of language learning |   | - Procedure/overall<br>Plan of presentation |   | - Classroom practices,<br>technique |
| (axiomatic)   |   | Step2                                       |   | (Implementation)                    |

From the table we knew that there are 3 levels of conceptualization and organization: approach, method, and technique. A researcher will determined the theory based on discussion above.

An approach describes the nature of the subject matter to be taught. It states a philosophy or an article or faith is something which one believes but cannot necessarily prove. An approach is often certain, except in terms of the effectiveness of methods to grow out of it.<sup>34</sup> Harmer states the term approach is used by people to refer the theories about the nature of language and language learning which is done in the classroom; it will give the reasons for doing them.<sup>35</sup> It means that approach describes nature of language and a source of subject matter to be taught. Methods are part of approach.

<sup>33</sup> Endang Fauziati, *Method of Teaching English as a Foreign Language*, (Surakarta: Pustaka Utama, Era Pustaka Utama, 2014), p. 11.

<sup>34</sup> *Ibid*, p.11

<sup>35</sup> Jeremy Harmer, *the Practice of Language Teaching, Fourth Edition* (London: Longman, 1999), p. 62.

In consonant with Fauziati, method is believed at the level of design had a specific explanation about the roles of teachers, learners, and instructional materials.<sup>36</sup> Patel and Jain defined method as process of planning, selection and grading language material and items, method of teaching, etc.<sup>37</sup>

Method is some activity in the learning process of planning materials which are specified and it has to include of methods of teaching. Besides that, in teaching process, teacher must use suitable method which it can help teacher to obtain achievement in teaching class.

To accomplish an immediate objective, the teachers use a particular trick, strategy, or contrivance called as technique. It is implementation which actually takes place in a classroom.<sup>38</sup> Brown states that technique also commonly referred to by other terms, any of a wide variety of exercise, activity, or task used in the language classroom for realizing lesson objectives.<sup>39</sup> It means that technique is the activity takes place in learning process. A technique is obligated to be consistent follows a method to get good harmony by approach as well. Technique is a way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

From the statements above, in order to solve the problem in learning English snowball throwing was a kind of teaching learning process. Therefore, by using this method in learning English writing students would have fun, relax and

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<sup>36</sup> Endang Fauziati, *Op.Cit.* p.12.

<sup>37</sup> Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Surise Publisher and Distributors, 2008).

<sup>38</sup> Endang Fauziati, *Op.Cit.* p. 13.

<sup>39</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, *Op.Cit.* p. 16.



interesting. Not only that, this method also could help the students in exploring ideas.

### **C. Concept of Snowball Throwing Method**

To shape the understanding of Snowball Throwing Method, in the following section the researcher would explain about: the definition of Snowball Throwing Methods, Snowball Throwing Methods Excellence, advantages and disadvantages of Snowball Throwing Method, implementation steps Snowball Throwing Method, speaking skill, and test of speaking.

#### **1. Definition of Snowball Throwing Method**

As reported by Suprijono, describes snowball throwing is active learning to giving material and taking students' attention unconsciously.<sup>40</sup> Snowball Throwing is method that has function to make the atmosphere which it is able to revise the students' structure of the sentences after the material was given. Students who understand the material will share the material to their friend as much as knowledge that they got.

In relation to Miftahul (in Ginting), complicated material concepts will be solved by Snowball Throwing as cooperative learning model.<sup>41</sup> One of useful cooperative learning models is Snowball Throwing as students will obtain more understanding based on the questions given by their friends. The difficult questions will be solved by other members of the group. When students cannot

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<sup>40</sup> Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pusaka Pelajar, 2013), p. 128.

<sup>41</sup> Masta Ginting, *Snowball Throwing Learning Model Implementation in order to Increase Student Civic Education Learning Outcomes*. State University of medan, Journal of Arts, Science & Commerce Vol. VIII No. 3 July 2017 available on [http://www.researchersworld.com/vol/issue3/paper\\_13.pdf](http://www.researchersworld.com/vol/issue3/paper_13.pdf) accessed on March 1<sup>st</sup>, 2018, p.121.

respond questions, teachers will help student to solve the problem. Finally, they catch point of the concept.

In consonant with Komalasari, to do snowball throwing is needed throwing the paper question which it can increase their creativity.<sup>42</sup> As reported by Isjoni, *Snowball Throwing* is throwing ball filled by questions from others group and it must be answered.<sup>43</sup> Snowball throwing developed the material given. By using of snowball throwing, the students divided to be several groups would train their thinking to receive the information to their friends in a group. Every students made question in a paper then they made the paper was like ball then they had to throw the paper question to others student to be answered.

In line with Zaini, *Snowball Throwing* as learning model is a result of discussion of group which must be answered by other students.<sup>44</sup> According to Depdiknas, UNESCO was recommendation Snowball Throwing game as the effective teaching which they are learning to understand, perform, live togetherness, and thrive.<sup>45</sup>

In the class of speaking, snowball throwing is a method making students enjoy and it can decrease worry to some skills. It makes students more active in speaking and writing participation at the class, for the reason that contains a big communication and their challenge to be better than other friends.

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<sup>42</sup> Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*. (Bandung: Refika Aditama, 2010).

<sup>43</sup> Isjoni. *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Antara Peserta Didik*, (Yogyakarta: Pustaka Pelajar, 2012), p.34.

<sup>44</sup> Hisyam Zaini, dkk, *Strategi Pembelajaran Aktif*, (Yogyakarta: Insan Madani, 2008), p. 58.

<sup>45</sup> Depdiknas. *Buku 1 Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah*. (Jakarta: Depdiknas, 2001), p. 5.

In the snowball throwing class, the students would be asked to practice both of speaking and writing.

One of the asking methods modifications is snowball throwing that questions were arranged and made in as fascinating game which they took the others question from their friends in a paper ball. Every student was asked to throw the question in a paper ball and answer the questions based on the material.

Many ways by the method can be used to increase self-confidence. One method of them is snowball throwing method which it can increase students' self-confidence of their hesitant, because they have different role to practice in front of the class. Besides, snowball throwing can handle their worry to speak.

## **2. The Steps of Snowball Throwing Method**

The steps to teach using snowball throwing are:

- a. The material learnt would be delivered by the teacher.
- b. The students are asked to make groups and choose a chairman of each group to give more explanation to the members in the group.
- c. The chairman back to the group and give explanation to the members.
- d. Every student prepared a question and wrote the question on the paper.
- e. The questions was made into a ball and tossed one student to another student about 15 minutes.
- f. Then every student had one ball or one question could give the opportunity for students to answer questions that are written in ball-shaped paper in turn
- g. Evaluation.

h. Closing.<sup>46</sup>

Asmani gives the steps in using *Snowball Throwing*. They are:

- a. The materials based on the basic competence will be given by the teachers.
- b. The teacher will make a group and every moderator is given the explanations to be delivered to the members of the group.
- c. The materials are given by moderator as the role.
- d. Next, the members of the group given a work paper should write a question involve the materials explained.
- e. After the students made a question, they should make their paper containing a question is like a ball and throws it from a student to another for  $\pm 15$  minutes.
- f. Then, every student will get a snowball paper and they are given an opportunity to answer the question from the paper as by turn.
- g. The materials are evaluated by the teacher.
- h. Learning process is ended by the teacher.<sup>47</sup>

Robert wrote down the highlights of the snowballing method:

- a. Make a group work in a pair and the members should work together in for 10 minutes.
- b. After that, both of two pair have to join together until made a little group to continue their work.

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<sup>46</sup> Agus Suprijono. *Op.cit*, p. 128.

<sup>47</sup> Asmani, Jamal, *Buku Panduan Internalisasi Pendidikan Karakter Sekolah*, (Jogjakarta: Diva Press, 2011), p. 47.

- c. Five minutes left, a little group would gather with other group until a member consisting 8 person and continue their work.
- d. Then all of the group reported the result of discussion.<sup>48</sup>

From three statements above, researcher applied first theory which material was delivered by leader and making questions by every member and it would be answered randomly.

### 3. Advantages and Disadvantages of Snowball Throwing Method

#### a. Advantages of snowball throwing method

Istarani (in Susanty) lists the advantage of the Snowball Throwing as follows:

- 1) It improves leadership skills among students because there is a group of leader whose responsibility is to convey messages to her friends as members of her group
- 2) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.
- 3) It develops creativity of the students who have to create questions and form their paper into a ball.
- 4) It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.<sup>49</sup>

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<sup>48</sup>Robert E Slavin, *Cooperative Learning (Teori, Riset, Praktik)*, (Bandung: Nusa Media. 2010).

<sup>49</sup> Henny Susanty, *Use of Snowball Throwing Technique For teaching better ESL Speaking* Vol.7, No.1, P.121, Published by English Education Journal, available on <http://jurnal.nsyiah.ac.id/>, accessed on Monday 20<sup>th</sup>, March 2018.



It means that students who active using snowball throwing which it made a lively classroom. A student as leader helped them to lead discussion which the purpose is to make others students more practice English without embarrassing.

b. Disadvantages of Snowball Throwing Method:

- 1) It depends on the students' ability to understand the material so that the students only mastered slight.
- 2) The leader of the group cannot explain the material well.
- 3) There is not personal quiz and group reward
- 4) It takes a long time.
- 5) The naughty students make noise.
- 6) Classes are often noisy because the group created by students.<sup>50</sup>

Every method of teaching has disadvantages which it can be solved. For snowball throwing method, we can build motivation a leader in every group that he will manage members of the group orderly and teacher can manage the time based on limited time in once meeting.

## D. Dialogue Memorization Method

### 1. Definitions of Dialogue Memorization Method

In teaching speaking, some methods applied have advantage and disadvantages each others. Dialogue memorization method is a method to increase students' speaking ability. All activities are hoped to be able to help the students in improving their ability especially for speaking. According to Izzan, there are two categories of communication's activities:

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<sup>50</sup> Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: AR-RUZZ MEDIA, 2014).

### 1. Pre- communicative activities

Dialogue memorization is an activity that can be called as really communicative yet. To make a natural communication, there are some elements which if it lost, it has meaning that there is no information gap.

### 2. Communicative activity

In this activity, the students are given the opportunities to speak English more.

One of pre-communicative activities is dialogue method. The students are asked by memorize and practice the dialogue before the students are drilled about structures and vocabularies. It means that using dialogue method for teaching speaking can help the students to improve the students' competence in communication term, because the students just focus on the dialogue.

Larsen states that dialogue memorization is dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry. It means that the students will be drilled to pronounce the dialogue very well which it can be guided by the teacher, after that the students must be able to memorize the dialogues and practice the dialogues fluently.

Founded on the description above, the researcher concludes which dialogues that dialogue memorization is a kind of method in teaching speaking that drills the students to be able to speak English fluently by memorization before. By using this method, the students do not have opportunity to express their idea directly because what they say, it only depends on the dialogue.

## 2. The Steps of Dialogue Memorization

It will be stated in some steps as follows:

- a. The students are asked to imitate the dialogue by mimicry.
- b. The students are asked to take a role of one person in the dialogue.
- c. The students have to memorize a part of the dialogue.
- d. Then, the students can perform the dialogue with their partner in front of the class.

Besides that, according Richard and Rodgers that the steps of teaching speaking through dialogue memorization are:

- a. The teacher explains about description material and introduces about the dialogue memorization method.
- b. A model dialogue will be heard the students first hear after that the students take the role of one person in the dialogue, and the teacher concentrates to pronoun, intonation, intonation, and fluency.
- c. Memorize a part of the dialogue.
- d. In chorus, the text of the dialogue is read aloud. A half of them will be a speaker's part and the other as responding. Their book is not consulted throughout this phrase by the students.
- e. This acted out by the students. The students may make dialogue in pair and the students perform the dialogue for the rest of the class.

- f. Follow the activities can get place in the language laboratory, where further dialogue ad drill work is taken out. It may be the next performance and the teacher gives evaluation about the students' performance.<sup>51</sup>

Rooted in the procedures above, the researcher concluded that in using dialogue memorization method, student can try to practice a dialogue as well. The dialogue is made by the teachers, the students only need to memorize and develop the fluency and pronunciation.

### 3. Advantages and Disadvantages of Dialogue Memorization Method

#### a. The advantages of dialogue memorization method

The advantages of dialogue memorization method based on Jankowsky, dialogue memorization method has advantages states as follow:

- 1) Utilizing the grammar and learned vocabulary in the dialogue memorization
- 2) The students will be acting them in out livery way when students memorize dialogue and present them in front of classroom.
- 3) The students will use fluency, natural, intonation, and correct pronunciation for a meaningful presentation.
- 4) The students can learn much by watching their classmate perform.<sup>52</sup>

Students cannot develop their speaking although grammar and vocabulary correct. Besides that they will depend on the teacher for learning process and they cannot express their mind in their task.

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<sup>51</sup>Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 64-65.

<sup>52</sup>Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language* (Washington: John Benjamin Company, 1985), p. 88

b. Disadvantages of dialogue memorization method

According to Nicholson, Disadvantages of dialogue memorization method can be seen below:

- a. The key of memorizing dialogue is “gap one line at a time”. It is not helpful to just blaze through huge chunks of dialogues; doing job of memorization a little harder later on.<sup>53</sup>

In dialogue memorization, students only rely on the text which be given by teacher. And it is able to make them indolent to develop their creativity and ability in speaking.

**E. Frame of Thinking**

In every school, English is given as their compulsory lesson which supports students' skill. One of those skills is speaking. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to it is significant and it is used for communication. As a tool for communication, speaking is needed in this life. Unfortunately, most of students cannot understand and practice well.

Based on preliminary research in SMP Yasmida Ambarawa, teacher's method given to students is an old method which she gives material to student to be memorized. It makes some students are not enjoy the materials. Besides that, There are a few of students who got score more than minimum criteria of mastery learning, some of them said that they got difficulty to memorize and it is one of

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<sup>53</sup>Joshua A Nicholson, *Acting Lesson: Memorization*, (Mr Jutz Production, 2003), p. 3.



causing students cannot speak English fluently. So, teacher's method has influence to students' ability especially in speaking.

Dialogue memorization is dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry. It means that the students will be drilled to pronounce the dialogue very well which it can be guided by the teacher, after that the students must be able to memorize the dialogues and practice the dialogues fluently.

Snowball throwing method is an alternative for teaching in learning process. By using snowball throwing method, students can give more attention and the material unconsciously. This method encourages students to interact and communicate with other students which it can help students in their speaking. The step of using snowball throwing method is by throwing question from the paper rolled is like a ball for the other group. Snowball Throwing also be able to add to self-confidence of students hesitance as in Snowball Throwing activities the student be obligated to answer the questions given.

By using snowball throwing method, students will practice English in learning process. The purpose is to enjoying their subject and to making habitual in speaking English as second foreign language. Therefore, writer assumed that the teacher can apply snowball throwing to increase students' speaking ability. Besides it is not difficult to be applied, the student can give the question about the material.

## **F. Hypothesis**

The researcher formulated the hypotheses of this researcher as follows:

$H_a$  : There is a significant influence in using snowball throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in academic year of 2018/2019.

$H_0$  : There is no a significant influence in using snowballs throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in academic year of 2018/2019.



## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Design Research**

Design research is one branch of natural setting in research method which it is divided be 3 forms, there are experimental research, survey, and naturalistic. In this thesis, the researcher needed treatment to apply this method and experimental research is one of research providing treatment, so that the researcher chose experimental research as design research.

Experimental research can be consisted several designs, there are Pre-experimental, true-experimental, factorial design, and quasi experimental design. Then, the researcher used quasi experimental design. It means that after giving treatment to obtain the data, the researcher would investigate and analyze the data gotten. In this case, the researcher analyzed the influence of using snowball throwing method towards students' speaking ability.

The researcher used quasi-experimental design. Quasi experimental design are similar to randomized experimental design in that they involve manipulation of an indeppendent variable but differ in that subjects are not randomly assigned to treatment groups.<sup>1</sup> Therefore, when randomsized design are not feasible, the researcher must make us of quasi-experimental design.<sup>2</sup> It means that the researcher did not have oppurtunityfor random assignment of the students to special group in

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<sup>1</sup> Donal Ary, Cheser Jacobs, and Cris Sorensen, *Introduction to Research in Education* (8<sup>th</sup> edition). (Canada: Wardsworth Cengae Learning, 2010). p.302.

<sup>2</sup> *Ibid*, 301

different conditions, because it would disrupt classroom learning. The variety of quasi-experimental designs which can be divided into two main categories, one of them is pretest-posttest control group design.<sup>3</sup> For this research, the researcher used quasi experimental pre-test post-test group which was used in order to be easier to solve the problems or to test the hypothesis. This quasi design experimental can be drawn as this table:<sup>4</sup>

**Table 2**  
**Pre -Test and Post-Test**

|     | Group | Pre-test  | Independent Variable | Posttest  |
|-----|-------|-----------|----------------------|-----------|
| (R) | E     | $Y_1 Y_1$ | X                    | $Y_1 Y_1$ |
| (R) | C     | $Y_1 Y_1$ | O                    | $Y_1 Y_1$ |

*Adapted from Donald Ary*

Where:

E : Experimental Class (which receives the treatment of using Snowball Throwing Method)

C : Control Class (which is taught by using Dialogue Memorization Method)

$Y_1$  : Pre-test (this is given to see the students' speaking ability)

$Y_1$ : Posttest (this is given after the treatment to see the result after applying the treatment)

X : Treatment by using Snowball Throwing Method

O : Treatment by using Dialogue Memorization Method

## B. Variable of The Research

According to Patel variable is concepts, characteristics, or properties that can vary or change, from one unit of analysis to another.<sup>5</sup> Based on the statements, the researcher said that variable has a big power to improve speaking ability after treatments were

<sup>3</sup> Ibid., p.302

<sup>4</sup> Kuntjojo, *Metodologi Penelitian*, ( Kediri: Universitas Nusantara, 2009), p.47.

<sup>5</sup> Parina Patel, *Introduction to Quantitative Method*, (Empirical Law Seminar: 2009), pp. 24-25

given. In this research, there are two kinds of variable, they are: independent variable and dependent variable.

1. Independent variable is the factor that is manipulated or controlled by the researcher.<sup>6</sup> Independent variable of this research was the influence of using snowball throwing method (X)
2. Dependent variable is a measure of the effect (if any) of the independent variable.<sup>7</sup> Dependent variable of this research was the students' speaking ability (Y)

### **C. Population**

Group of individuals having the same characteristic was called as the population.<sup>8</sup> Population of this research was all of the students the ninth grade of the students in SMP Yasmida Ambarawa at the first semester in the academic year of 2018/2019. It was included 2 classes containing 54 students. Rooted in the statement above, all the classes were the population in this research, a class as control class and the other as experimental class.

### **D. Sample**

A subgroup of the target population is called as a sample that the researcher's plans to study for generalizing about the target population.<sup>9</sup> It was concluded that

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<sup>6</sup> Geoffrey marczyk, et al. *Essentials of research design and methodology* (new jarsey: john wiley & son, inc., 2005), p.42

<sup>7</sup> Ibid, p.44

<sup>8</sup> John W.Creswell, *Educational Research;Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 142.

<sup>9</sup> Ibid, p.142.



sample called as a group of individuals as a part of population which is chosen as representative data of the whole population. The researcher chose two classes to control class and experimental class.

### **E. Sampling Technique**

Technique sampling is a technique sample to determine sample in researching. Basically, technique sampling is grouped into to two. There are probability sampling and non probability sampling. Besides it, probability sampling divided into some part, there are simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and cluster random sampling. This research applied cluster random sampling which its purpose to determine both of the experimental class and the control class. As Sutrisno supposed that in cluster random sampling, the samples were taken as group. The procedure to using classes random sampling may be used by battery, ordinal and randomly.<sup>10</sup> As well, Setiyadi supposed that random sample or systematic sample can be used to determine the sample in class.

The steps to decide the control class and the experimental class:

1. The paper consisted 2 names of the classes in ninth grade was provided by researcher.
2. The paper rolled would put into a box.
3. Next, the research shook the rolled paper in the box, if one of both the rolled paper come out unto the box, it is named as experimental class. to until the

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<sup>10</sup> Sutrisno Hadi, *Methodology Research 1*, (Yogyakarta: Andi Offset, 2000), p. 32.

first rolled paper comes out of it and then this rolled paper was taken as the experimental class and the second rolled paper was as the control class.

#### **F. Technique to Collecting Data**

To collecting data, researcher used questionnaire and interview for finding the problem in preliminary research. The researcher used oral test to measure students' score of speaking ability. For this research, the researcher gave two times tests, there are pre-test and posttest.

##### **a. Pre-test**

The researcher did pretest to get students' score ability before treatment was given. Pretest would be given both of experimental class and control class.

##### **b. Post test**

The researcher did posttest to get students' score ability after treatment was given. Posttest would be given both of experimental class and control class.

#### **G. Research Instrument**

As reported by Creswell, an instrument is quantitative data measured by observing, and documenting. The developing of the advance the study can be established by instrument containing specific questions and response possibilities.<sup>11</sup> Instrument is way of measuring used researcher to collect data during research. Researcher used oral test as way of collecting data to know the influence of teaching speaking by using snowball throwing technique. The students made a group and the

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<sup>11</sup>John W. Creswell, *Educational Research*, 4<sup>th</sup> Edition, (Boston: Pearson Education, 2008), p. 14.

material was about some expression. After the leader of the group told the material to his members, they had to write situation of material expression at the paper. The paper was made as ball. Every member making a ball of the material would gather with the other members. After they were ready, they might throw the ball of paper each other. Every student would get one paper and tell the keyword which in the paper correctly.

#### H. Scoring Scale for evaluating Students' Speaking Skill

According to Brown there are five categories of oral proficiency scoring.

**Table 3 Oral Proficiency Scoring Categories**

|                   | Level | Description  |
|-------------------|-------|--|
| <b>Grammar</b>    | 1     | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.  |
|                   | 2     | Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.  |
|                   | 3     | Control grammar is good. Can speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.  |
|                   | 4     | Can use the language accurately on all levels normally pertinent to professional needs. Errors to grammar are quite rare.  |
|                   | 5     | Equivalent to that of an educated native speaker   |
| <b>Vocabulary</b> | 1     | Speaking vocabulary inadequate to express anything but the most elementary needs.  |
|                   | 2     | Has speaking vocabulary sufficient to express himself simply with some circumlocutions.  |
|                   | 3     | Can speak the language using sufficient vocabulary to participate effectively in most formal and informal conversations has to on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. |
|                   | 4     | Be able to appreciate and participate in a conversation by the range of his knowledge with a high degree of precision of vocabulary.   |
|                   | 5     | Speech on all levels is completely accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.  |

|                      |   |  |
|----------------------|---|--|
| <b>Comprehension</b> | 1 | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.                                       |
|                      | 2 | Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).   |
|                      | 3 | Comprehension is quite complete at a normal rate of speech   |
|                      | 4 | Can understand any conversation with the range of his experience.  |
|                      | 5 | Equivalent and fully accepted by an educated native speaker.   |
| <b>Fluency</b>       | 1 | (No specific fluency description. Refer to other four language areas for implied level of fluency)   |
|                      | 2 | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. |
|                      | 3 | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.  |
|                      | 4 | Can use the language fluently on all levels normality pertinent to the professional needs. Be able to participate in any conversation with the range of this experience with a high degree of fluency.     |
|                      | 5 | Getting complete fluency in the language like his speech is fully accepted by educated of the native speakers.   |
| <b>Pronunciation</b> | 1 | Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.  |
|                      | 2 | Accent is intelligible though often quite faulty.  |
|                      | 3 | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.  |
|                      | 4 | Errors in pronunciation are quite rare.  |
|                      | 5 | Equivalent to and fully accepted by educated native speakers.  |

Source: David P. Harris. *Testing English as a Second Language*, New York, Rev, Ed.

**Table 4 Criteria for the Score**

|           |   |
|-----------|---|
| Excellent | 5 |
| Very good | 4 |
| Good      | 3 |
| Average   | 2 |
| Poor      | 1 |

Maximal Score = 100

$$\text{Students' Score} = \frac{\text{Obtained Score}}{25} \times 100.$$

However, to analyze speech performance, there are five components: comprehension, grammar, pronunciation, vocabulary, and fluency. Every component had interval score which it could be given to the students depend on their performance. The researcher would add the result of their scores and it would be divided the total full score and the researcher had to make multiplication to one hundred from the result.

### **I. Validity**

According Suharsimi, validity is measurement explaining the level of validity or the real of the instrument, a valid instrument has a high validity.<sup>12</sup> Validity is one of the most ideas to consider when preparing instrument would be used. The good validity had criteria, they are:

#### **a. Content validity**

Content validity is the consideration of the researcher in a measuring a representative subject matter. The researcher can obtain the content validity by the test adapted with the students' book. Then, the test was determined based on the material learnt. The test can be called as having a good validity if the test had good representative of material studied at the classroom. So, the researcher did interview and consulted with English teacher at SMP Yasmida Ambarawa. The material that were given was suitable with the curriculum use and content material that were given was appropriate with the standard of content school based on curriculum K13 and

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<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.102.

expression of hope and wishes, congratulation, and agreement & disagreement were taught at the first semester of english of eighth grade (see appendix 76).

b. Construct validity

Construct validity was concentrated on the kind of the test measuring the ability. The tests applied was oral test, the scoring aspects for this test were pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>13</sup> To getting validity of instrument, researcher consulted with English teacher and a lecture until the instrument might be said valid. In this research, to know whether the instruments had fulfilled the criteria of the content and construct validity, the researcher consulted the instrument test with the english teacher of SMP Yasmida Ambarawa, and the lecturer of UIN Raden Intan Lampung), it was done to make the instrument be valid. When the researcher consulted with the lecturer, Ms. Damona Mayangsari M.Pd, as an expert validator instrument speaking test (see appendix 75) the researcher had to change instruction, so the students would get more understanding when they were asked to read the instruction. And then, the researcher consulted with the English teacher in SMP Yasmida ambarawa, Ms Srinarsih, she said that the instrument was valid to be used.

## J. Data Analysis

after collecting the data, the researcher analyzed the data by parametric statistics.

There were two assumption which must be fulfilled, there are normality and homogeneity.

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<sup>13</sup> H. Douglas Brown pp. 172- 173.



## a. Fulfillment of the assumption

### 1) Normality test

The normality test can be employed to know what the data are distributed or not.<sup>14</sup> Research method of this normality was done by using technique *Kolmogorov – Smirnov* and *Shapiro Wilk* in program computer *SPSS V.16 For Windows*.

The hypotheses for the normality test will formulated as follow:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria of acceptance or rejection of hypotheses for normality test are as follow:

$H_a$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

### 2) Homogeneity test

The sample homogeneous of test can be determined by homogeneity test. For this research, the researcher counted by using *SPSS (Statistical program for social science)* 16 for homogeneity of test. The test of homogeneity employed level statistic test.

The hypotheses were:

$H_0$  = the variance of the data is homogeneity

$H_a$  = the variance of the data is not homogeneity

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<sup>14</sup> Sugiono, *Op. Cit*, p.184.

While the criteria acceptance or rejections of hypothesis were:

$H_0$  is accepted is  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### 3) Hypothetical test

After the researcher knew that the data was normal and homogenous, the data were analyzed by using t-test on order to know the significant of the treatment effect. The researcher used independent t-test. It had aim to compare the data from two different groups. The researcher used SPSS 16 to calculate the independent t-test.

The hypotheses were:

$H_a$  : There is a significant influence in using snowball throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in the academic year of 2018/2019.

$H_0$  : There is no a significant influence in using snowballs throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in the academic year of 2018/2019.

While the criteria acceptance or rejections of hypothesis were:

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

$H_0$  is accepted is  $\text{Sig.} > \alpha = 0.05$

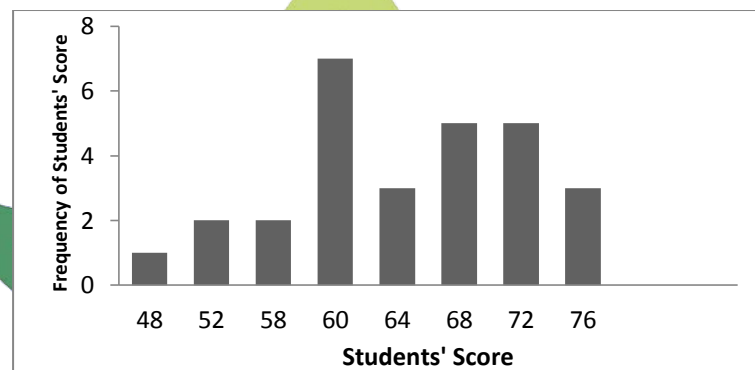
## **CHAPTER IV RESULT AND DISCUSSION**

### **A. The Result of the Research**

#### **1. The Result of the Pre-test in Experimental Class**

The pretest was administrated in order to know speaking ability before the treatments given it can be seen from the pretest score of students speaking ability in the experimental class.

To experimental class, pretest did on August 30<sup>th</sup>, 2018. The scores of students' tested in pre-test could be seen in figure 1.

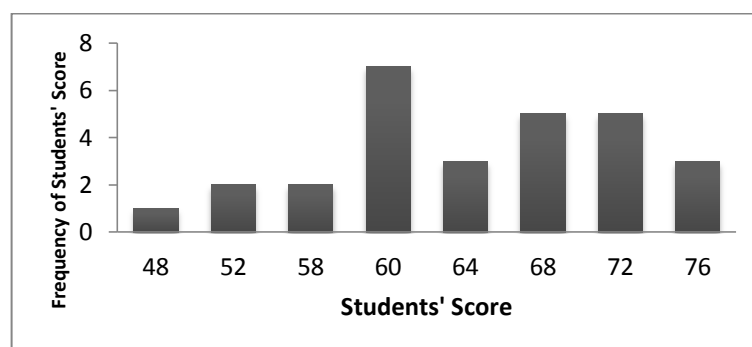


**Figure 1**  
**The Result of the Pre-Test in Experimental Class**

From the figure, the researcher found that there was a student who got 52 score, 3 students got 56 score, 4 students got 60 score, a students got 62 score, 2 students got 64 score, 4 students got 68 score, 4 students got 72 score, 4 students got 76 score, a student got 80, a student got 84 score. The data obtained helped the researcher to find the mean of pre-test that was 67.12 by standard deviation was 8.45 and N was 25, meanwhile minimum score was 52, and the maximum data was 84. It is obtained to students' score speaking ability before they got treatment.

## 2. The Result of the Pre-test in Control Class

The pre-test was administered on August 30<sup>th</sup>, 2018 for control class. It was the first meeting where the researcher conducted pre-test in order to know the students' speaking ability.

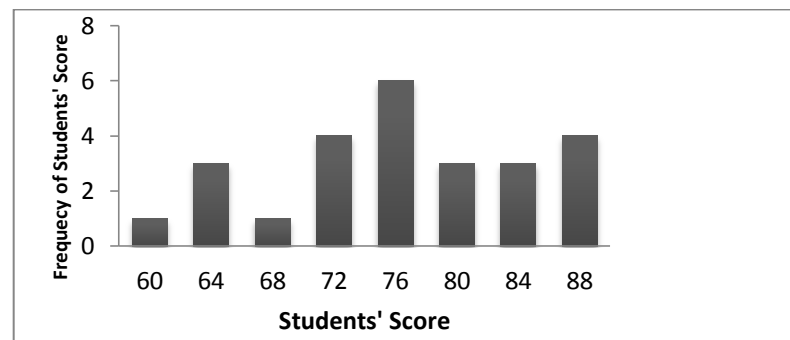


**Figure 2**  
**The Result of the Prefest in the Control Class**

From the figure 2, the researcher described that there was a student got 48 score, 2 student got 52 score, 2 students got 52 score, 2 students got 58 score, 7 students got 60 score, 3 students got 64 score, 5 students got 68 score, 5 students got 72 score, 3 students got 76 score. The result of data obtained above, the mean of the result was 64, 57, by standard deviation was 7, 57 and N was 28. The data above described the score of students before they would treatments.

## 3. The Result of the Post-test in Experimental Class

On September 12<sup>th</sup>, 2018 the post test was conducted to recognize the students' score speaking ability which it was given after the treatments.

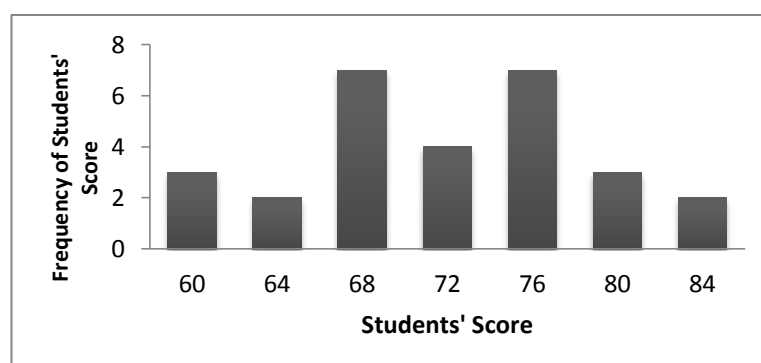


**Figure 3**  
**The Result of Post-test in Experimental Class**

The researcher described that based on the figure 3 above, it could be seen that there were 1 student who got 60 score, 3 students who got 64 score, 1 student who got 68 score, 4 students who got 72 score, 6 students who got 76 score, 3 students who got 80 score, 3 students who got 84 score, 4 students who got 88 score. The mean of post-test in experimental class was 76, 32, standard deviation was 8, 23, N was 25. It showed students' speaking ability after they got treatment.

#### **4. The Result of the Post-test in Control Class**

Besides posttest did in experimental class, it did in control class which the researcher conducted to know the students' speaking ability after the treatment did.



**Figure 4**  
**The Result of Post-test in Control Class**

Based on the figure 4 the data obtained might be seen that was 3 students got 60 score, 2 students got 64 score, 7 students got 68 score, 4 students got 72 score, 7 students who got 76 score, 3 students who got 80 score, 2 students who got 84 score. The mean of post-test in control class was 71, 86, standard deviation was 6, 84, N was 28. It was looked at students' speaking ability after they got treatment.

## B. Data Analysis

After the data were collected, the researcher would focus on some assumptions before the data would be analyzed by using independent t-test.

### 1) Fulfillment of the Assumptions.

There are assumptions before the researcher analyze the data that were normality and homogeneity test.

#### a. The Result of Normality Test

To checking normality data in this research, the researcher was using statistical computations SPSS V.16 (*Statistical Package for Social Science*) for normality employed were *Kolmogorov- Smirnov* and *Shapiro Wilk*.

The hypothesis formulas of the test were:

$H_0$  = the data were normal distribution

$H_a$  = the data were not normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

$H_0$  will be accepted if  $Sig. (P_{value}) \geq \alpha = 0, 05$

$H_a$  will be accepted if  $Sig. (P_{value}) < \alpha = 0, 05$



**Table 6**  
**The Result Normality of the Experimental and Control Class**

**Tests of Normality**

| kelas                    | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|--------------------------|---------------------------------|----|-------|--------------|----|------|
|                          | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| score pretest experiment | .120                            | 25 | .200* | .965         | 25 | .521 |
| control                  | .155                            | 28 | .082  | .944         | 28 | .138 |

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Derived from table 4, it could be seen that *Sig.* ( $p_{\text{Value}}$ ) in the table of Kolmogorov-smirnov was 0.200 and 0.138 for Shapiro Wilk. Because *Sig.* ( $P_{\text{Value}}$ )  $\geq \alpha = 0,05$  it means that  $H_0$  was accepted and the *Sig.* ( $P_{\text{Value}}$ ) for the control class  $\geq \alpha = 0,05$  it means that  $H_0$  was accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

**b. Result of Homogeneity Test**

Homogeneity test needed in a research to determine that the data obtained was homogenous or not. In this research, the researcher used statistical computation by using SPSS 16 (*Statistical Package for Social Science*) as statistical computation for homogeneity, and this homogeneity was employing Levine's test.

The hypotheses for the tests were:

$H_0$  = the variances of the data were homogenous

$H_a$  = the variances of the data were not homogenous

The criteria of acceptance of rejection of the hypothesis for homogeneity test were:

$H_0$  will be accepted if *Sig.*  $\geq \alpha = 0,05$

$H_a$  will be accepted if *Sig.*  $< \alpha = 0,05$

**Table 7**  
**The Result of Homogeneity Test**

|               | Levene Statistics | df1 | df2 | Sig.  |
|---------------|-------------------|-----|-----|-------|
| Based on mean | 0.411             | 1   | 51  | 0.524 |

Based on the results obtained in the test of homogeneity of variances in column, it could be seen that Sig. ( $P_{\text{value}}$ ) 0.524 and  $\alpha = 0.05$ . It showed that  $H_0$  was accepted because Sig. ( $P_{\text{value}}$ )  $> \alpha$ . It means that the variance of the data was homogeneous.

**c. Result of hypothetical Test.**

After conducting the normality and homogeneity test, the researcher used parametrical statistic which was independent sample t-test to test the hypothetical test..

The hypotheses formulas were:

$H_a$  : There was a significant influence in using snowball throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in academic year of 2018/2019.

$H_0$  : There was no significant influence in using snowball throwing method the first toward the students' ability at the first semester of the ninth grade SMP Yasmida Ambarawa n the academic year 2017/2018.

**Table 8**  
**The Result of the Hyphotetical**

| <b>T</b>       | <b>df</b> | <b>Sig. (2-tailed)</b> |
|----------------|-----------|------------------------|
| <b>-12.598</b> | <b>24</b> | <b>0.000</b>           |

Rooted in the result of the measurement above, it was obtained in the test of hypothetical of variances in column it could be seen that Sig. (2-tailed) = 0.00 and  $\alpha = 0.05$ . So,  $H_0$  was rejected and  $H_a$  was accepted. Based on the computation , it could be concluded that there was a significant influence of using snowball

throwing method towards students' speaking ability at the second semester of the eighth grade of SMP Yasmida Ambarawa in the Academic Year of 2017/2018.

### **C. Discussion of Findings**

#### **a. Problems in Doing Research**

The researcher did pretest, treatments, and posttest to get result discussion to her research. Pretest was conducted to know students' score before treatment was done, the researcher also did pretest three times using snowball throwing method to experimental class, and dialogue memorization method to the control class by the same materials they are expression of wish and hope, congratulations, and agreement and disagreement. Then the researcher did posttest which was conducted to know the students' score after treatments were done.

In the researcher's research, the researcher found some problems when she did treatments to experimental class and control class. They are:

In the class, every students doing bully each other when a pair of them performed, the researcher had noisy situation in the class when the researcher asked them to throw papers of the material each other, and they were pessimist to understand English well. For solving the problems, the researcher used theory from Schütz who said English as the most important language to learn for the increasingly mobile international community which is recognized undoubtedly (see on page 1), from that theory, the researcher said to students that English is not incredible language, but everybody needs English for their needed. Then, when students were noisy, it is same with the theory of Shoimin that snowball throwing can make noisy for the naughty students (see on page 31), so the researcher asked

students to make two lines and they might not throw the ball hardy. The last problem found by the researcher was the students got pessimist to practicing, for this problem, students was given motivation that nothing impossible in this world, as long we had big effort to achieve our dream.

#### **b. Discussion of the Research**

Based on the result of this research, we saw the influence of using snowball throwing method towards students' speaking ability. It was showed by students' mean score in the experimental class that was 76,32 which it was higher than the students' mean score in the control class that was 71,86.

As we know that snowball throwing could give more creativity as report by Komalasari, to do snowball throwing was needed throwing the paper question which it can increase their creativity (see on page 68). The students were given question from the other group might answer and develop the material taught by teacher, in line with Isjoni that Snowball Throwing is throwing ball from others group which it filled by questions which it must be answered (see on page 26). It means that students could increase their creativity by supported by snowball throwing method.

The researcher taught by using snowball throwing method in the experimental class and dialogue memorization method in the control class. Those materials were congratulation expression, wish and hope expression, then agreement and disagreement. The researcher explained what snowball throwing method was and its procedure before doing treatment in the experimental class.

The beginning of pretest, research was conducted on August 30<sup>th</sup> 2018 (see appendix 20) at 10.10 am for class IX B as experimental class and IX A as the control class at 12.20 p.m. to knowing students' score in speaking ability before they would get treatment. Their mean were 67 for the experimental class and 65 for the control class, standard deviation were 8.44 for the experimental class and 7.57 for the control class. Data showed normal and homogeneous as showed in (see appendix 3 and 7).

First treatment did on September 1<sup>st</sup>, 2018. Firstly, the researcher entered IX B as experimental class at 09.15. Beginning by greeting and introducing what the method would be used. The researcher taught material of expressing hope and wishes, at the first meeting, most of students were still using local language and bullying their friends who practicing English, furthermore they were nervous and anxiety to use English, it was in line with interview of the English teacher in the preliminary research, Ms. Srinarsih said that students achieved minimum criteria of mastery learning less than half the students in the class and especially to speaking, they had difficult to memorize materials and they were unconfident to practice the materials in front of their friends (see on page 3). Moreover based on the result of the questionnaire from students, most of them said that grammatical error was causing of anxiety in learning process. However at the first meeting, they looked enthusiast and motivated to make their speaking better.

Second treatment, did on September 3<sup>rd</sup>, 2018. Firstly, the researcher entered IX B as experimental class at 12.30. The researcher taught material of expressing

of congratulations. At the second treatment, the students understood the method which would be used. So, the researcher did not need to tell what the method would be used. In teaching process, The students decreased their anxiety to make the mistaken in their speaking, they tried to practice well although some of the boys still were shy to practice English in front of the class. But, the researcher asked them to practice to increase their speaking ability. Besides that, the researcher did treatment in control class with the same material but different method.

In the last meeting, the researcher took score for measuring English students' score in posttest, as theory of Brown that criteria of students' speaking score which can be measured by five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. It was held on September 7<sup>th</sup>, 2018 at 10.10 a. m, for experimental class and at 12.10 a. m for the control class. The resulting of the post test was increasing, and the result of pre-test and post-test showed us that there were significant in applying snowball throwing in the experimental class. Students in the experimental class could develop their creativity and expression. In fact, students in the control class were getting bored because they only were given material by the researcher and asked to memorize. It had impact to their competitiveness which it was being less in the control class. Then, we could look at the data which mean of pre-test and post-test in the experimental class was 67.12 and 76.32 (see appendix 11D), and pretest and post-test for control class was 64.57 and 71.57 (see appendix 11D). It means that it had increasing in the experimental class. It might due to in snowball throwing were highly involved in speaking process, not only in the school, but also in their life.



Basically, in teaching speaking the English teachers had to have some methods for teaching speaking to not making students be bored in learning, but as English teacher in SMP Yasmida Ambarawa practiced a method only for teaching speaking (see appendix 1B). It is different by theory of Trudy which he said that students will get knowledge those skills if learners obtain methods of learning activities in the school. In fact, many methods for teaching speaking, snowball throwing is one of method which it could take students' attention and increase students' creativity unintentionally, As supported by Suprijono, describes snowball throwing is active learning to giving material and taking students' attention unconsciously.

Based on the analysis on the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refuse and alternative hypothesis ( $H_a$ ) is accepted. It means that treatments had influence of using snowball throwing method towards students speaking skill at the second semester of the eight grade of SMP Yasmida Ambarawa. So alternative hypothesis is accepted. It had been supported by the previous research that was done by Wahyuni entitled "The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016)". She said that snowball throwing is effective to be implemented in teaching learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

After analyzing the data obtained from the test, we indicated that there was a significant of snowball throwing method towards students' speaking ability. Based on the result of the data which it showed that alternative hypothesis is accepted and null hypothesis was rejected, then it explained that the researcher assumption was true. Snowball throwing method was able to give influence to students' speaking ability. It was proved by students' score in the control class is lower than students' score in the experimental class. It can establish from the result of T-Test obtained significant score (2-tailed) is (0, 00), because Paired Sample T-Test is  $\text{sig} < 0, 05$ , it described that the null hypothesis was rejected and alternative hypothesis was accepted.

#### **B. Suggestion**

Rooted in the result of the research using snowball throwing method in teaching speaking English, the researcher would like to offer some suggestions:

##### **1. For the English Teacher.**

- a. The teacher should be familiar with methods for teaching, one of them is snowball throwing method.
- b. The teacher should not provide immediate material to be practiced and the students can be given possibility to think before practice in front of the class, so that the students' creativity can develop.

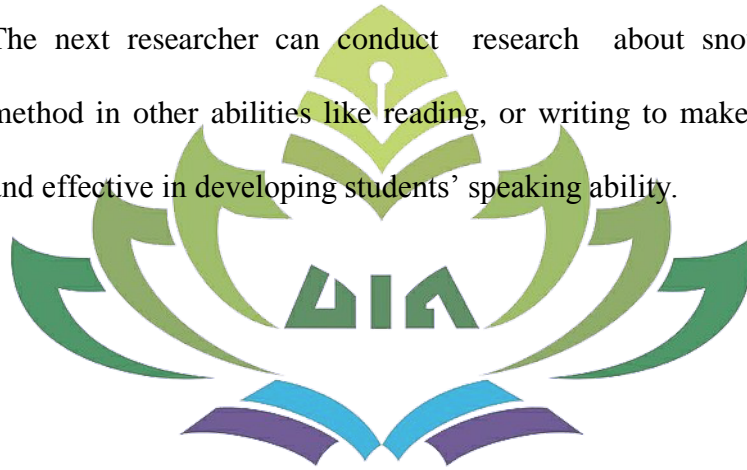
- c. Interesting method can add to students' motivation and less their worries to speak English in front of the class.

## **2. For the Students**

- a. The students should learn and more active in speaking English though they are not in the class.
- b. The students have to know that English is needed in globalization area especially to communicate.

## **3. For other Researchers**

The next researcher can conduct research about snowball throwing method in other abilities like reading, or writing to make students enjoy and effective in developing students' speaking ability.



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